

1.1 ..... moves to amend H.F. No. 629 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "Section 1. Minnesota Statutes 2022, section 120B.11, subdivision 1, is amended to read:

1.4 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the  
1.5 following terms have the meanings given them.

1.6 (a) "Instruction" means methods of providing learning experiences that enable a student  
1.7 to meet state and district academic standards and graduation requirements including applied  
1.8 and experiential learning.

1.9 (b) "Curriculum" means district or school adopted programs and written plans for  
1.10 providing students with learning experiences that lead to expected knowledge and skills  
1.11 and career and college readiness.

1.12 (c) "World's best workforce" means striving to: meet school readiness goals; ~~have all~~  
1.13 ~~third grade students achieve grade-level literacy~~; close the academic achievement gap among  
1.14 all racial and ethnic groups of students and between students living in poverty and students  
1.15 not living in poverty; have all students attain career and college readiness before graduating  
1.16 from high school; and have all students graduate from high school.

1.17 (d) "Experiential learning" means learning for students that includes career exploration  
1.18 through a specific class or course or through work-based experiences such as job shadowing,  
1.19 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative  
1.20 work experience, youth apprenticeship, or employment.

2.1 Sec. 2. Minnesota Statutes 2022, section 120B.11, subdivision 2, is amended to read:

2.2 Subd. 2. **Adopting plans and budgets.** (a) A school board, at a public meeting, shall  
2.3 adopt a comprehensive, long-term strategic plan to support and improve teaching and  
2.4 learning that is aligned with creating the world's best workforce and includes:

2.5 (1) clearly defined district and school site goals and benchmarks for instruction and  
2.6 student achievement for all student subgroups identified in section 120B.35, subdivision 3,  
2.7 paragraph (b), clause (2);

2.8 (2) a process to assess and evaluate each student's progress toward meeting state and  
2.9 local academic standards, assess and identify students to participate in gifted and talented  
2.10 programs and accelerate their instruction, and adopt early-admission procedures consistent  
2.11 with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit  
2.12 of student and school success and curriculum affecting students' progress and growth toward  
2.13 career and college readiness and leading to the world's best workforce;

2.14 (3) a system to periodically review and evaluate the effectiveness of all instruction and  
2.15 curriculum, taking into account strategies and best practices, student outcomes, school  
2.16 principal evaluations under section 123B.147, subdivision 3, students' access to effective  
2.17 teachers who are members of populations underrepresented among the licensed teachers in  
2.18 the district or school and who reflect the diversity of enrolled students under section 120B.35,  
2.19 subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40,  
2.20 subdivision 8, or 122A.41, subdivision 5;

2.21 (4) strategies for improving instruction, curriculum, and student achievement, including  
2.22 the English and, where practicable, the native language development and the academic  
2.23 achievement of English learners;

2.24 (5) a process to examine the equitable distribution of teachers and strategies to ensure  
2.25 low-income and minority children are not taught at higher rates than other children by  
2.26 inexperienced, ineffective, or out-of-field teachers;

2.27 (6) education effectiveness practices that integrate high-quality instruction, rigorous  
2.28 curriculum, technology, and a collaborative professional culture that develops and supports  
2.29 teacher quality, performance, and effectiveness; and

2.30 (7) an annual budget for continuing to implement the district plan.

2.31 (b) A school district is not required to include information regarding literacy in a plan  
2.32 or report required under this section, except with regards to the academic achievement of  
2.33 English learners.

3.1 Sec. 3. [120B.1119] TITLE; THE READ ACT.

3.2 Sections 120B.12 to 120B.123 may be cited as the Reading to Ensure Academic  
3.3 Development Act, or the "Read Act."

3.4 Sec. 4. Minnesota Statutes 2022, section 120B.12, subdivision 1, is amended to read:

3.5 Subdivision 1. **Literacy goal.** The legislature seeks to have every child reading at or  
3.6 above grade level no later than the end of grade 3, including English learners, and that  
3.7 teachers provide comprehensive, ~~scientifically-based~~ evidence-based reading instruction  
3.8 consistent with section 122A.06, subdivision 4, by 2025.

3.9 **EFFECTIVE DATE.** This section is effective the day following final enactment.

3.10 Sec. 5. Minnesota Statutes 2022, section 120B.12, subdivision 2, is amended to read:

3.11 Subd. 2. **Identification; report.** (a) Each school district must identify before the end of  
3.12 kindergarten, grade 1, and grade 2 all students who are not reading at grade level. Students  
3.13 identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must  
3.14 be screened, in a locally determined manner, for characteristics of dyslexia.

3.15 (b) Students in grade 3 or higher who demonstrate a reading difficulty to a classroom  
3.16 teacher must be screened, in a locally determined manner, for characteristics of dyslexia,  
3.17 unless a different reason for the reading difficulty has been identified.

3.18 (c) Reading assessments in English, and in the predominant languages of district students  
3.19 where practicable, must identify and evaluate students' areas of academic need related to  
3.20 literacy. The district also must monitor the progress and provide reading instruction  
3.21 appropriate to the specific needs of English learners. The district must use a locally adopted,  
3.22 developmentally appropriate, and culturally responsive assessment and annually report  
3.23 summary assessment results to the commissioner by July 1.

3.24 (d) The district also must ~~annually report to the commissioner by July 1~~ include in its  
3.25 literacy plan under subdivision 4a, a summary of the district's efforts to screen and identify  
3.26 students who demonstrate characteristics of dyslexia using screening tools such as those  
3.27 recommended by the department's dyslexia specialist. With respect to students screened or  
3.28 identified under paragraph (a), the report must include:

3.29 (1) a summary of the district's efforts to screen for dyslexia;

3.30 (2) the number of students screened for that reporting year; and

3.31 (3) the number of students demonstrating characteristics of dyslexia for that year.

4.1 (e) A student identified under this subdivision must be provided with alternate instruction  
4.2 under section 125A.56, subdivision 1.

4.3 Sec. 6. Minnesota Statutes 2022, section 120B.12, subdivision 4a, is amended to read:

4.4 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must  
4.5 adopt a local literacy plan to have every child reading at or above grade level no later than  
4.6 the end of grade 3, including English learners. The plan must be updated by August 1 each  
4.7 year. The plan must be consistent with section sections 120B.123 and 122A.06, subdivision  
4.8 4, and include the following:

4.9 (1) a process to assess students' level of reading proficiency and ~~data to support the~~  
4.10 ~~effectiveness of an assessment used to screen and identify a student's level of reading~~  
4.11 ~~proficiency~~ the screeners used, by school site and grade level, under section 120B.123;

4.12 (2) a process to notify and involve parents;

4.13 (3) a description of how schools in the district will determine the ~~proper~~ targeted reading  
4.14 instruction that is evidence-based or based on the science of reading and includes an  
4.15 intervention strategy for a student and the process for intensifying or modifying the reading  
4.16 strategy in order to obtain measurable reading progress;

4.17 (4) evidence-based intervention methods for students who are not reading at or above  
4.18 grade level and progress monitoring to provide information on the effectiveness of the  
4.19 intervention; ~~and~~

4.20 (5) identification of staff development needs, including a program to meet those needs;  
4.21 and

4.22 (6) the literacy curriculum used by school site and grade level.

4.23 (b) The district must post its literacy plan on the official school district website and  
4.24 submit it to the commissioner of education.

4.25 (c) By January 1, 2024, the commissioner of education must develop a model local  
4.26 literacy plan that meets the requirements of this subdivision and requires all reading  
4.27 instruction and teacher training in reading instruction to be evidence-based or based on the  
4.28 science of reading.

4.29 (d) Starting December 1, 2024, the commissioner of education must submit a report to  
4.30 the legislative committees with jurisdiction over prekindergarten through grade 12 education  
4.31 summarizing the local literacy plans submitted to the commissioner. The summary must  
4.32 include the following information, by school site and grade or prekindergarten program:

- 5.1 (1) the screeners used at the beginning and end of the school year under section 120B.123;  
5.2 (2) the results of the screeners; and  
5.3 (3) the reading curriculum used.

5.4 **EFFECTIVE DATE.** This section is effective July 1, 2023.

5.5 Sec. 7. Minnesota Statutes 2022, section 120B.12, subdivision 5, is amended to read:

5.6 Subd. 5. **Commissioner.** The commissioner ~~shall~~ must recommend to districts multiple  
5.7 assessment tools to assist districts and teachers with identifying students under subdivision  
5.8 2, and to assess students' reading proficiency under section 120B.123; the commissioner  
5.9 must identify assessments that may be used for both purposes. The commissioner ~~shall~~ must  
5.10 also make available examples of nationally recognized and ~~research-based~~ evidence-based  
5.11 instructional methods or programs to districts to provide comprehensive, ~~scientifically based~~  
5.12 evidence-based reading instruction and intervention under this section.

5.13 **EFFECTIVE DATE.** This section is effective July 1, 2023.

5.14 Sec. 8. **[120B.123] LITERACY SCREENERS, CURRICULUM, AND STAFFING.**

5.15 Subdivision 1. **Definitions.** (a) For purposes of sections 120B.12 to 120B.123, the  
5.16 following terms have the meanings given.

5.17 (b) "District" means a school district, charter school, or cooperative unit as defined in  
5.18 section 123A.24, subdivision 2.

5.19 (c) "Evidence-based" means the instruction or item described is based on reliable,  
5.20 trustworthy, and valid evidence and has demonstrated a record of success in increasing  
5.21 students' reading competency in the areas of phonemic awareness, phonics, vocabulary  
5.22 development, reading fluency, and reading comprehension.

5.23 (d) "Literacy specialist" means a person with a license issued by the Professional Educator  
5.24 Licensing and Standards Board, who is trained in the science of reading, as determined by  
5.25 the commissioner of education, and is eligible for certification from the Center for Effective  
5.26 Reading Instruction in structured literacy.

5.27 (e) "Science of reading" means explicit, systematic evidence-based reading instruction  
5.28 that includes the acquisition of language, phonological and phonemic awareness, phonics  
5.29 and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be  
5.30 differentiated to meet the needs of individual students.

6.1 Subd. 2. Department of Education. (a) The Department of Education must make  
6.2 available to districts a list of approved literacy curricula that are evidence-based or based  
6.3 on the science of reading by June 1, 2023. The list must include curricula that use culturally  
6.4 and linguistically responsive materials that reflect diverse populations. A district is not  
6.5 required to use a curriculum identified by the commissioner, unless the curriculum was  
6.6 purchased with state grant funds that require a curriculum to be selected from a list of  
6.7 approved curricula.

6.8 (b) By July 1, 2023, the department must make available to districts a list of approved  
6.9 evidence-based assessment tools in accordance with section 120B.12 that a district may use  
6.10 to assess students' reading proficiency.

6.11 (c) The department must regularly provide districts with information about professional  
6.12 development opportunities available throughout the state on reading instruction that is  
6.13 evidence-based or based on the science of reading.

6.14 (d) The department must identify training required for a literacy specialist position under  
6.15 this section.

6.16 (e) The department must employ a literacy specialist to provide support to districts  
6.17 implementing the Read Act and coordinate duties assigned to the department under the  
6.18 Read Act. The literacy specialist must work on state efforts to improve literacy tracking  
6.19 and implementation.

6.20 Subd. 3. Screeners. A district must administer a reading screener to students in  
6.21 kindergarten through grade 3 within the first six weeks of the school year, and again within  
6.22 the last six weeks of the school year. The screener must be one of the screeners identified  
6.23 by the Department of Education.

6.24 Subd. 4. Curriculum. A district is encouraged to use curriculum at each grade level  
6.25 that is designed around teaching the foundational reading skills of phonemic awareness,  
6.26 phonics, vocabulary development, reading fluency, and reading comprehension. A local  
6.27 literacy plan must identify the literacy curriculum used at each school site by grade level,  
6.28 and whether it is on the list of curricula approved by the department.

6.29 Subd. 5. Professional development. A district must provide all elementary school  
6.30 teachers with training on reading instruction that is evidence-based or based on the science  
6.31 of reading by June 15, 2027, unless the commissioner of education grants the district an  
6.32 extension. The training must include teaching in the areas of phonemic awareness, phonics,  
6.33 vocabulary development, reading fluency, and reading comprehension. Thereafter, the  
6.34 district must provide the training to other teachers in the district, prioritizing teachers that

7.1 work with students with disabilities, English learners, and students who qualify for the  
 7.2 graduation incentives program under section 124D.68.

7.3 Subd. 6. **Literacy specialist.** (a) The district must employ or contract with a literacy  
 7.4 specialist by June 15, 2027. A board may satisfy the requirements of this subdivision by  
 7.5 contracting with another district board for the services of a literacy specialist.

7.6 (b) A district literacy specialist must collaborate with district administrators and staff  
 7.7 to support the district's implementation of requirements under the Read Act.

7.8 **EFFECTIVE DATE.** This section is effective the day following final enactment.

7.9 Sec. 9. Minnesota Statutes 2022, section 122A.06, subdivision 4, is amended to read:

7.10 Subd. 4. **Comprehensive, ~~scientifically based~~ evidence-based reading instruction.** (a)  
 7.11 "Comprehensive, ~~scientifically based~~ evidence-based reading instruction" includes a program  
 7.12 or collection of instructional practices that is based on ~~valid, replicable evidence showing~~  
 7.13 ~~that when these programs or practices are used, students can be expected to achieve, at a~~  
 7.14 ~~minimum, satisfactory reading progress~~ research that applies rigorous, systematic, and  
 7.15 objective procedures to obtain valid knowledge that is relevant to reading development,  
 7.16 reading instruction, and reading difficulties. The program or collection of practices must  
 7.17 include, at a minimum, effective, ~~balanced~~ instruction in all five areas of reading: phonemic  
 7.18 awareness, phonics, fluency, vocabulary development, and reading comprehension.

7.19 Comprehensive, ~~scientifically based~~ evidence-based reading instruction also includes  
 7.20 and integrates instructional strategies for continuously assessing, evaluating, and  
 7.21 communicating the student's reading progress and needs in order to design and implement  
 7.22 ongoing interventions so that students of all ages and proficiency levels can read and  
 7.23 comprehend text, write, and apply higher level thinking skills. For English learners  
 7.24 developing literacy skills, districts are encouraged to use strategies that teach reading and  
 7.25 writing in the students' native language and English at the same time.

7.26 (b) "Fluency" is the ability of students to read text with speed, accuracy, and proper  
 7.27 expression.

7.28 (c) "Phonemic awareness" is the ability of students to ~~notice~~ hear, think about identify,  
 7.29 and manipulate individual sounds in spoken syllables and words.

7.30 (d) "Phonics" is ~~the understanding that there are systematic and predictable relationships~~  
 7.31 ~~between written letters and spoken words. Phonics instruction is a way of teaching reading~~  
 7.32 ~~that stresses learning how letters correspond to sounds and how to apply this knowledge in~~  
 7.33 reading and spelling a method of teaching reading and writing by developing learners'

8.1 phonemic awareness, that is, the ability to hear, identify, and manipulate the sounds in order  
8.2 to teach the correspondence between these sounds and the spelling patterns that represent  
8.3 them.

8.4 (e) "~~Reading comprehension~~" is ~~an active process that requires intentional thinking~~  
8.5 ~~during which meaning is constructed through interactions between text and reader.~~  
8.6 ~~Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and~~  
8.7 ~~implementing specific cognitive strategies to help beginning readers derive meaning through~~  
8.8 ~~intentional, problem-solving thinking processes~~ the ability to read the words on the page  
8.9 and to understand and comprehend the words that have been read.

8.10 (f) "Vocabulary development" is the process of teaching vocabulary both directly and  
8.11 indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich  
8.12 contexts, incidental learning, and use of computer technology enhance the acquiring of  
8.13 vocabulary.

8.14 (g) Nothing in this subdivision limits the authority of a school district to select a school's  
8.15 reading program or curriculum.

8.16 **EFFECTIVE DATE.** This section is effective the day following final enactment.

8.17 Sec. 10. Minnesota Statutes 2022, section 124D.98, is amended by adding a subdivision  
8.18 to read:

8.19 Subd. 5. Uses. To support implementation of evidence-based reading instruction, a  
8.20 school district must use its literacy incentive aid on the following expenses:

8.21 (1) training for kindergarten through grade 3 teachers, early childhood educators, special  
8.22 education teachers, reading intervention teachers working with students in kindergarten  
8.23 through grade 12, and instructional support staff that provide reading instruction, on using  
8.24 screening and progress monitoring tools;

8.25 (2) evidence-based training using a training program approved by the Department of  
8.26 Education;

8.27 (3) hiring a literacy specialist, as defined in section 120B.123; and

8.28 (4) materials, training, and ongoing coaching to ensure reading interventions under  
8.29 section 125A.56, subdivision 1, are based on the science of reading.

8.30 **EFFECTIVE DATE.** This section is effective July 1, 2023.

9.1 Sec. 11. APPROPRIATIONS.

9.2 Subdivision 1. Department of Education. The sums indicated in this section are  
 9.3 appropriated from the general fund to the Department of Education for the fiscal years  
 9.4 designated.

9.5 Subd. 2. Literacy grants. (a) For grants to school districts and charter schools for literacy  
 9.6 supports for children in prekindergarten through grade 12 based on the science of reading:

9.7       \$       40,000,000       ..... 2024

9.8       (b) School districts or charter schools may use grant funding to pay for curriculum,  
 9.9 books, prekindergarten through grade 5 classroom literacy instructional materials, and  
 9.10 kindergarten through grade 12 literacy intervention materials.

9.11       (c) A school district or charter school must submit a grant application to the commissioner  
 9.12 in the form and manner determined by the commissioner. The commissioner must report  
 9.13 to the legislative committees with jurisdiction over kindergarten through grade 12 education  
 9.14 the districts and charter schools that receive literacy grants, and the amounts of each grant,  
 9.15 by January 15, 2025, according to Minnesota Statutes, section 3.195.

9.16       (d) This appropriation is available until June 30, 2028.

9.17 Subd. 3. Professional development. (a) For training on the science of reading:

9.18       \$       30,000,000       ..... 2024

9.19       \$       30,000,000       ..... 2025

9.20       (b) A district must report to the commissioner the number of prekindergarten through  
 9.21 grade 5 classroom teachers and prekindergarten through grade 12 literacy intervention  
 9.22 teachers for whom the district seeks to provide training in the science of reading. The  
 9.23 commissioner must proportionately allocate the appropriation to districts. Each district's  
 9.24 aid equals the appropriation for that year times the ratio of the number of teachers in the  
 9.25 district for whom the district applied for training to the statewide total number of teachers  
 9.26 for whom all districts requested funding in the science of reading.

9.27       (c) A school district or charter school may use the funding to pay for training, substitute  
 9.28 teachers to allow classroom teachers time to attend training, and incentives for teachers that  
 9.29 complete training.

9.30       (d) The base for fiscal year 2026 is \$0.

9.31 Subd. 4. Department. (a) For the Department of Education:

10.1            \$            .....    ..... 2024

10.2            \$            .....    ..... 2025

10.3            (b) This appropriation includes funds for a full-time literacy specialist at the Department  
10.4 of Education.

10.5            (c) The agency's base is \$..... for fiscal year 2026 and \$..... for fiscal year 2027."

10.6            Amend the title accordingly